

Recruit Officer Course



Commonwealth of Massachusetts

Municipal Police Training Committee

Volume II: Patrol Procedures

Handcuffing & Restraints

Version: D2020

The Municipal Police Training Committee (MPTC), an agency of the Executive Office of Public Safety and Security (EOPSS), serves the Commonwealth by establishing training standards, oversight and policy guidance for policing professionals.

INSTRUCTOR LESSON

Title:	Handcuffing & Restraints
Version:	D2020
Course Purpose:	Provide student officers with best practices for using handcuffs and other restraints on persons who are in custody.
Learning Objectives:	<p>During this course, student officers will receive information and instruction on how to:</p> <ol style="list-style-type: none">1. Identify key parts (nomenclature) of handcuffs.2. Demonstrate how to apply and remove handcuffs using step-by-step methods.3. Demonstrate best practices for searching a person who is handcuffed.4. Demonstrate best practices for transporting handcuffed persons.
Instructional Hours:	16 (2 hours classroom; 14 hours practical skill development)
Instructional Methods:	Facilitation/Lecture Open Discussion Skill Development Activities
Required Materials:	Lesson manuscript and supporting visual aids Desktop or laptop computer with audio LCD projector or TV Duty belt with handcuff case/holder (per student) Handcuffs with key (per student) Flex cuffs Leg strap Hood sock Floor mats / pads
Training Aids:	Flip Chart/Dry Erase Board

- Handouts:** Handcuff Nomenclature
Handcuff Performance Assessment
- References:** “Defensive Tactics Program. Module 8: Handcuffing Techniques.” Massachusetts Municipal Police Training Committee. Randolph, MA. 2012.
- “Handcuff Standards 0307.01.” National Institute of Justice; US Department of Justice. Available on-line at:
<https://www.ncjrs.gov/pdffiles1/nij/082981.pdf> [January 2020]
- “Use of Force: The Basic Curriculum.” Massachusetts Municipal Police Training Committee. Randolph, MA. 2014.
- Case References:** *Chimel v. California*, 395 U.S. 752 (1969).
Minnesota v. Dickerson, 508 U.S. 366 (1993).
Terry v. Ohio, 392 U.S. 1 (1968).
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Instructor Notes

1. Delivering instructor(s) must have successfully completed specific train-the-trainer or other equivalent use of force certification courses determined by MPTC.
2. “Handcuffing & Restraints” is one of several ROC use of force topics. For best results, use of force topics should be delivered in a specific order (see table below). At a minimum, “Use of Force” must be delivered first. Contact the Academy Director for topic scheduling order.

Order	Topic
1	Use of Force
2	Handcuffing & Restraints
3	Defensive Tactics
4	Oleoresin Spray (OC)
5	Baton
6	Handgun
7	Rifle

3. Delivering Handcuffing & Restraints lesson in recommended order allows instructors to incorporate and reinforce skills learned in subsequent use of force and other topics where arrests occur.
4. The entire lesson should be delivered in a single room, preferably one designated for skill development (e.g., mat room). Delivery of all content in a single room allows instructors to seamlessly cover the lesson, supporting visual aids, and demonstrate techniques with immediate transition into hands-on skill development by student officers. Instructors may also require student officers to review lesson manuscript prior to delivery.
5. Instructors must demonstrate handcuffing best practices from left AND right-hand perspectives. Instructor demonstrations must be done using step-by-step methods outlined in lesson and in “real time.”
6. Student officers are required to successfully demonstrate handcuffing skills identified in lesson. Instructors are responsible for administering performance tests and documenting performance on designated forms.

7. To create a realistic training environment, student officers should wear ballistic vest and duty belt with equipment when practicing and during performance testing.
8. Recommended skill development classroom should provide 50 square feet of space per student officer, including floor mats for skill development exercises.
9. Required instructor to student officer ratio for skill development exercises is 1-to-10.
10. Instructors must use this “Instructor” manuscript to deliver topic. Instructor **NOTES** are inserted throughout to choreograph delivery and ensure content is presented as intended. Instructors should also use active learning methods. This includes, but is not limited to group discussions and exercises, peer demonstrations, and facilitation.
11. Instructors should use active learning methods to deliver content. This includes, but is not limited to group discussions and exercises, peer demonstrations, and facilitation. Instructors may also share *relevant* media articles, videos and personal work experiences when appropriate.
12. Student officers are tested on lesson manuscript content related to learning objectives. Therefore, supporting visual aids and handouts cannot be used as “stand-alone” materials when delivering this lesson.
13. “Version” numbers are used to identify the most current ROC lesson manuscripts, visual aids and handout materials. Version numbers are found on document covers and footers. Academy Directors must provide student officers with access to the most current ROC materials. Instructors must also possess the most current ROC materials for delivery. Current lesson manuscripts are available at MPTCtraining.com.
14. Problem solving exercises are included in every section to promote policing professionalism, procedural justice and ethical decision making. Instructors must facilitate discussion for each and instruct student officers to use **SERVE** model to solve problem. Review [Problem Solving](#) for complete content on **SERVE**.

I. Introduction

SLIDE: “Handcuffing & Restraints” (opening)

SLIDE: “Instructor”; introduce self and credentials

A. Opening Statement

SLIDE: “Handcuffing & Restraints”

In general, restraints are temporary devices that only limit a person’s capacity to move. Restraints are used by police for the following reasons:

- custodial arrest
- prevent escape
- protect the person in custody and arresting officer
- officer safety when specific and articulable facts exist (e.g., frisk)

B. [Learning Objectives](#)

SLIDE: “Learning Objectives”; Emphasize to student officers that end-of-topic test questions for this lesson and final comprehensive exam are directly related to learning objectives.

Note: End-of-topic test questions for this lesson and final comprehensive exam are directly related to learning objectives.

II. Body

A. Handcuffs

Handcuffs are designed to secure and keep a person’s hands close together. National Institute of Justice ([NIJ 0307.01](#)) standards for metal police handcuffs include size, weight, durability, and tamper resistant features.

1. Nomenclature

SLIDE: “Nomenclature”; Student officers should be physically touching and comparing their handcuffs while nomenclature is being discussed; Handcuffs used by student officers must be

in proper working order; Chain or hinge handcuffs are acceptable; Extended handcuff keys are preferred.

Handout: Handcuff Nomenclature

- a) Strands: Two curved metal bars attached by a hinge that enclose one wrist.
- b) Single strand: A rotating ratchet with teeth to engage locking mechanism.
- c) Double strand: Fixed and designed so the single strand can rotate or pass through.
- d) Locking Mechanism: A spring loaded feature that locks single strand ratchet teeth into place, whereby making it adjustable according to wrist size. Pawl only allows single strand teeth to advance in one direction.
- e) Chain & Swivel: Chain attaches pair of cuffs together. Swivel allows chain to twist. Some handcuffs use a hinge instead of chain. Hinge handcuffs do not have a chain or swivel. Hinge cuffs provide less flexibility and can be harder to put on resisting suspects.
- f) Double Lock: Feature that locks single strand teeth in place and prevents it from moving (i.e., tightening). Location of double lock feature varies according to handcuff manufacturer.
- g) Key: Used for unlocking single strand from double strand. Extended handcuff keys are recommended.
- h) Key Actuator: Used to double lock handcuffs.

2. Maintenance

SLIDE: “Handcuff Maintenance”

Handcuffs are exposed to moisture, salt from sweat, dust, dirt and pressure. To ensure functionality, handcuffs require frequent

inspection and maintenance. Best practices for proper handcuff maintenance include the following:

- a) Wipe clean after each use to remove dust, lint and moisture.
- b) Routinely clean duty belt pouches used to hold handcuffs.
- c) Check single strand to ensure it rotates freely through pawl without binding.
- d) Inspect chain links and swivels for deformities or damage.

NOTE: Demonstrate best practices for inspecting and maintaining handcuffs.

3. Officer Stance and Positioning

SLIDE: “Officer Stance”

Use a *basic* stance that provides balance and leverage (See **Figure 1**).

- feet shoulder width apart
- knees bent slightly
- strong leg and hip away
- stand upright with back straight
- hands in front of body at waist level



Figure 1

SLIDE: “Officer Position”

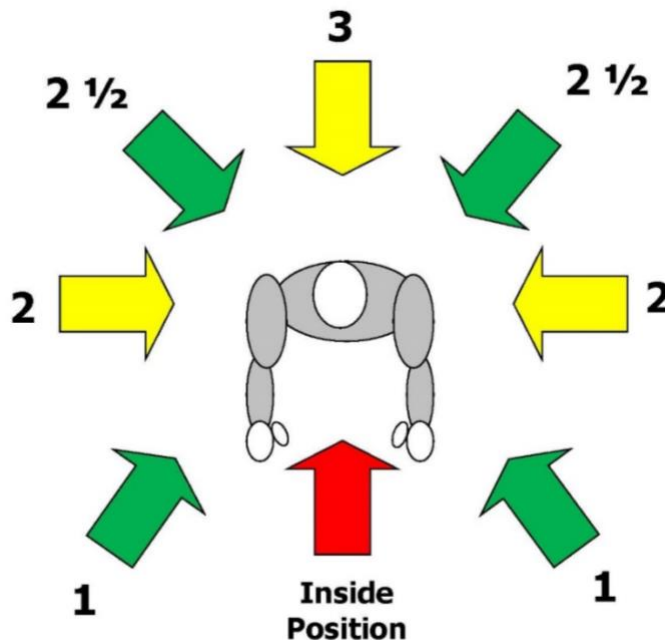
The recommended minimum reactionary distance is 4-6 feet and beyond a person’s immediate lunge or grabbing area.

Officer position, in relation to the suspect, is critical for safety. Use the following best practices for positioning.

- a) **Keep away** and do not approach suspect from the “Inside Position.” Suspects have greater leverage and can generate more power here.
- b) When handcuffing, approach from the 2½ position.

- c) Avoid remaining inside positions 2 and 3 for any length of time. Suspects can generate power (i.e., 90° angle movement) and strike effectively when an officer is in positions 2 or 3.

SLIDE: “[positioning image]”; Discuss numerical concepts with student officers.



4. Application

SLIDE: “Application”; Overview of content covered forthcoming slides.

Location, available space, presence of back-up officers, and *totality of circumstances* will determine suspect position for handcuffing. Handcuffs can be applied using a step-by-step process.

a) **STEP 1: Immobilize**

SLIDE: “Step 1: Immobilize”

Handcuff positions are intended to maximize officer safety by limiting suspect mobility and balance. The three (3) common handcuffing positions are

- standing
- kneeling
- prone

Absent a medical or tactical reason, always position suspect to cuff hands behind the person's back.

Use *contact-and-cover* tactics to further immobilize and provide safety. See [Communication Skills](#) lesson for more information on *contact-and-cover*.

NOTE: Contact-and-cover tactics were fully covered in [Communication Skills](#) lesson. Instructors may reinforce as needed and consistently with content in Communication Skills lesson.

NOTE: The following instruction examples offer consistent language for easier learning. Instructors may modify as needed with emphasis on simplicity (e.g., clear and concise).

(1) Standing

SLIDE: “Standing”; Use lesson contents to fully cover slide items, demonstrate, and facilitate discussion with examples.

Standing handcuff position is generally used for suspects who are compliant and not resisting.

- (a) Position suspect to immobilize and disrupt his balance.
 - i) always faces away from officer
 - ii) feet apart beyond shoulder width with toes pointed out
 - iii) bent over at waist



Figure 2

- iv) hands behind back with thumbs up, where officer can see them, and ready for cuffing. See **Figure 2**.
- (b) Give clear and concise instructions.
 - i) *“Turn around and look away from me.”*
 - ii) *“Extend and keep both arms out and away from your body.”*
 - iii) *“Spread your feet apart and point toes out as far as you can.”*
 - iv) *“Bend over at the waist and keep looking forward.”*
 - v) *“Put both hands behind your back with thumbs up.”*
 - vi) *“Keep looking forward and away from me.”*
 - vii) *“Do not move.”*

(2) Kneeling

SLIDE: “Kneeling”; Use lesson contents to fully cover slide items, demonstrate, and facilitate discussion with examples.

Kneeling handcuff position can increase officer safety because it further limits suspect mobility. It is also effective when there are size, height or weight disparities between suspects and officers.

- (a) Position suspect to disrupt his or her balance.
 - i) location may be on ground, chair or bench

- ii) suspect always faces away from officer
 - iii) knees and legs together
 - iv) bent over at waist
 - v) hands behind back with thumbs up, where officer can see them, and ready for cuffing
- (b) Give clear and concise instructions.
- i) *“Turn around and look away from me.”*
 - ii) *“Extend and keep both arms out and away from your body.”*
 - iii) *“Kneel on the ground one leg at a time.”*
 - iv) *“Put both knees together.”*
 - v) *“Bend over at the waist and keep looking forward.”*
 - vi) *“Put both hands behind your back, thumbs up.”*
 - vii) *“Keep looking forward and away from me.”*
 - viii) *“Do not move.”*

(3) Prone

SLIDE: “Prone”; Use lesson contents to fully cover slide items, demonstrate and facilitate discussion with examples.

Prone handcuff position is used for suspects who present specific safety threats to officers (e.g., armed; wanted violent felon; etc.).

- (a) Position suspect to disrupt his or her balance.
 - i) More space is needed for prone position
 - ii) always faces away from officer
 - iii) arms remain extended out with palms facing officer when moving from standing to prone position
 - iv) chest and torso on ground
 - v) legs crossed with feet touching buttocks to immobilize
 - vi) hands behind back with thumbs up, where officer can see them, and ready for cuffing

- (b) Give clear and concise instructions.
 - i) *“Turn around and look away from me.”*
 - ii) *“Extend both arms out and away from your body.”*
 - iii) *“Face your hand palms backward toward me.”*
 - iv) *“Slowly kneel on the ground one leg at a time. Keep your arms out and palms back.”*
 - v) *“Use one hand to slowly lower your chest onto the ground. Keep the other arm extended out.”*
 - vi) *“Cross your legs and bring them up to your butt.”*
 - vii) *“Put both hands behind your back, thumbs up.”*

viii) *“Keep looking forward and away from me.”*

(4) Approach

SLIDE 1: “Approach”; Use lesson contents to fully cover slide items, demonstrate and facilitate discussion with examples.

- (a) Use a shuffle step and keep both hands up. Approach suspect from the 2½ position. Right-hand dominant officers should approach from suspect’s right side and left-hand dominant officers from suspect’s left side. See **Figure 3** for right handed officer approach.
- (b) Watch the suspect and be prepared to gain distance or use force if needed.



Figure 3

SLIDE 2: “Approach”; Use lesson contents to fully cover slide items, demonstrate and facilitate discussion with examples.

- (c) Do not remove handcuffs from duty belt until you are within arm’s reach of the suspect. Officers should be able to remove handcuffs from duty belt and establish grip without looking away from suspect.



Figure 4

- (d) Squeeze strong-hand to form a fist around the handcuff chain or hinge to stabilize. Face both single strands toward person to be cuffed. See **Figure 4**.

NOTE: Demonstrate proper grip using both left and right hand. Provide student officers with time to practice establishing grip correctly.

- (e) Standing, Kneeling & Prone
- i) Standing: Stand within arm's reach of suspect and keep duty firearm away.
 - ii) Kneeling: Stand within arm's reach of suspect and keep duty firearm away. Bend at knees (i.e., squat) to lower body and maintain balance. Do not step between suspect's legs.
 - iii) Prone: Stand within arm's reach of suspect near hip and keep duty firearm away. Bend at knees (i.e., squat) to lower body and maintain balance. Do not step between suspect's legs.

b) **STEP 2: Control**

SLIDE: "Step 2: Control"; Use lesson contents to fully cover slide items, demonstrate and facilitate discussion with examples.

This is a critical and dangerous moment for officers. Suspect resistance is common during this step because arrest becomes a "reality" for suspects.

Use support hand to simultaneously grab the back of suspect's [right or left] hand, rotate it clockwise and pull it slightly away from suspect's back. See **Figure 5**.



Figure 5

The first hand grabbed by officers will be the hand closest to them. For example, right-handed officers will use their left hand to grab suspect's right hand. Left-handed officers will use their right hand to grab suspect's left hand.

- (1) Standing: Use hand/wrist grip and body weight to keep suspect off balance.
- (2) Kneeling: Use hand/wrist grip and body weight to keep suspect off balance and on his or her knees. Do not step between suspect's legs.
- (3) Prone: Use hand/wrist grip and body weight to immobilize and keep suspect on ground. Do not step between suspect's legs.

c) **STEP 3: Handcuff**

SLIDE 1: "Step 3: Handcuff"; Use lesson contents to fully cover slide items, demonstrate and facilitate discussion with examples.

While maintaining a firm grip on handcuffs and suspect's hand, place single strand of bottom handcuff on suspect's [right or left] wrist and apply downward pressure.

When done efficiently, momentum will cycle the single strand teeth until it locks. If needed, use fingers from support-hand to lock single strand teeth into place.

After suspect's first hand is cuffed, maintain firm grip on handcuffs. Use support-hand to grab suspect's other or free hand (i.e., the one farther away) using a "handshake" method or over the thumb. Place single strand of top handcuff on wrist and apply downward pressure. See **Figure 6**.



Figure 6

When done efficiently, momentum will cycle the single strand teeth until teeth lock. If needed, use fingers from support-hand to lock single strand into place. See **Figure 7**.



Figure 7

SLIDE 2: “Step 3: Handcuff”; Use lesson contents to fully cover slide items, demonstrate and facilitate discussion with examples.

- (1) Adjust handcuff strand tightness as needed. In general, an index fingertip should fit between the radial bone and handcuff strand.
- (2) When tactically feasible, handcuffs should be double locked to prevent strands from becoming too tight and causing unnecessary injury. See **Figure 8**.



Figure 8

- (3) Help kneeling, and prone suspects stand up.
 - (a) kneeling: Grab suspect's upper arm and shoulder area to help maintain his or her balance and stand, one leg at a time.
 - (b) prone: Roll suspect to left or right side. Grab suspect's upper arm and shoulder area to move him or her into a seated, then kneeling position for standing.

d) **STEP 4: Search**

NOTE: Complete legal standards for searching persons was fully covered in [Constitutional Law](#) lesson. Content herein serves as a brief review to reinforce. Best practices for searching persons for evidence was fully covered in [Criminal Investigations: MAIN](#). Content below serves to reinforce. Instructors may offer additional strategies and tips for searching suspects who are handcuffed/restrained.

Person searches are determined by circumstance and evidence sought. Review [Constitutional Law](#) lesson to review legal standards for person searches.

(1) Search person incident to arrest

A search incident to arrest may be made only for the purposes of seizing fruits, instrumentalities, contraband and other evidence of the crime for which the arrest has been made, to prevent its destruction or concealment. See M.G.L. [276 §1](#).

Police may conduct a warrantless search of people under arrest and any area within their immediate control to prevent destruction or concealment of evidence.

Scope of warrantless search incident to arrest is limited to areas where a person could reasonably grab or gain possession of or destroy evidence. This includes containers where such items could reasonably be located. *Chimel v. California*, 395 U.S. 752 (1969)

Review [Constitutional Law](#) lesson for legal standards when conducting *person inventory* and *strip* searches.

SLIDE 1: “Step 4: Search”; Use lesson contents to demonstrate and facilitate discussion with examples.

Search incident to arrest best practices include the following:

- (a) Secure and search the person first before any containers in suspect's possession.
- (b) Always maintain physical control while searching. Search handcuffed suspects from the rear or side. Do not stand or kneel directly in front of a suspect.

Searches can also be conducted when person is handcuffed in prone or kneeling position.

- (c) Use a *systematic* method to search the following areas.
 - head
 - torso
 - arms
 - legs
 - feet
- (d) Slide hand palms along areas covered by clothing.

SLIDE 2: “Step 4: Search”; Use lesson contents to demonstrate and facilitate discussion with examples.

- (e) Always feel and look before reaching into clothing for objects that are unknown or cannot be seen.
- (f) If an object is felt, but unknown, officers can inspect further by:
 - pulling loose clothing tight around object
 - using palms and fingers to gently squeeze clothing around object

- adjusting or removing a layer of clothing (e.g., jacket)

Review [Criminal Investigations](#) lesson for additional person search best practices.

(2) Frisks

NOTE: Content herein on frisks and plain feel doctrine is fully covered in [Constitutional Law](#) lesson. It is included herein to reinforce.

To conduct a procedurally just frisk, police must possess specific and articulable facts that the person may reasonably **possess a weapon** (i.e., armed and dangerous). *Terry v. Ohio*, 392 U.S. 1 (1968)

Frisks are warrantless and limited searches of a person's outer clothing and other areas in his immediate control for weapons.

Officers may lawfully handcuff a person to conduct a frisk. Officers should avoid conducting frisks alone on persons who are not handcuffed. Request or have back-up present.

If an officer believes a weapon was felt during a frisk of outer clothing, he may seize the object. However, officers cannot "manipulate" the object to determine if it is contraband. *Minnesota v. Dickerson*, 508 U.S. 366 (1993)

Under M.G.L. [41 §98](#), police may examine persons the officer has reason to suspect of unlawful design and search such person for weapons if the officer reasonably suspects he or she is in danger of death or bodily harm.

Refer to [Constitutional Law](#) lesson for complete search and seizure legal standards.

e) **STEP 5: Monitor**

SLIDE: “Step 5: Monitor”; Use lesson contents to fully cover slide items and facilitate discussion with examples.

Police are responsible for continuously monitoring all suspects in custody. This includes evaluating, providing basic first aid and requesting medical treatment when needed.

(1) Positional Asphyxia

Asphyxia occurs when the body is deprived of oxygen, causing unconsciousness or death. For example, carbon monoxide poisoning and strangulation can cause asphyxia.

Positional asphyxia occurs when the body is positioned in a way that compromises the person's airway or ability to breath.

(a) Risk factors

When using handcuffs and other restraining devices, the following conditions increase the risk of positional asphyxia:

- obesity
- elevated body temperature
- influence of drugs or alcohol
- respiratory illness (e.g., asthma)
- increased pulse and blood pressure

(b) Best practices for preventing positional asphyxia

- i) Avoid keeping any suspect face down on the ground longer than necessary.

- ii) Keep suspect in upright position with knees below chest (standing or sitting).
- iii) Keep suspect's head upright. Do not allow his or her chin to rest on chest and prevent head from tilting back.

(2) Excited Delirium

Excited delirium is characterized by agitation, aggression, acute distress and sudden death. It is commonly found in people with toxic levels of drugs that alter dopamine processing (e.g., methamphetamines, cocaine, etc.).

Common signs and symptoms of excited delirium include, but are not limited to the following:

- paranoia
- profuse sweating
- abnormal strength
- high tolerance to pain
- high body temperature
- unprovoked acts of violence
- nudity (i.e., person removes all clothes)
- erratic behavior (e.g., running out into traffic)

Excited delirium is a life threatening medical emergency. If suspected, call for EMS immediately. Attempt to calm and secure the person as quickly as possible for rapid transport by EMS to the hospital.

f) **STEP 6: Transport**

SLIDE: "Step 6: Transport"; Use lesson contents to fully cover slide items, demonstrate and facilitate discussion with examples.

When moving handcuffed persons from one location to another, officers are responsible for maintaining control and

preventing him or her from falling, tripping, running or getting injured.

- (1) **Prisoner Transport Technique (See Figure 9)**
 - (a) Walk behind suspect using 2½ position with firearm (i.e., strong side) furthest away from suspect.
 - (b) Use support hand to grip suspect's nearest hand and establish bent wrist.
 - (c) Use strong-hand to grip suspect's nearest elbow.
 - (d) If suspect resists when walking, apply pressure by bending wrist toward forearm while maintaining control of elbow.
 - (e) Avoid taking stairs when possible and use an elevator.



Figure 9

- (2) Re-enforced Prisoner Transport Technique (See **Figure 10**)



Figure 10

- (a) Walk behind suspect using 2½ position with firearm (i.e., strong side) furthest away from suspect.
- (b) Use support hand to place suspect's elbow against center of officer's abdomen.
- (c) Slide strong hand behind the suspect's elbow between the arm and body.
- (d) Place strong hand on top of support hand still grabbing suspect's elbow.
- (e) Push, pull and use counter pressure as needed to maintain control of suspect.

- (3) Patrol Vehicle
 - (a) Always use a seatbelt to secure suspects when transporting by vehicle.
 - (b) Seat suspect in upright position with feet flat on floor. Do not allow suspect to lay prone in seat.
 - (c) Adjust seatback or headrest to prevent suspect's head from tilting back.
 - (d) Consistently monitor suspect. If needed, have additional officer ride in patrol car to help monitor.

h) Adjusting and removing handcuffs

SLIDE: “Adjustment & Removal”; Use lesson contents to fully cover slide items, demonstrate and facilitate discussion with examples.

Absent a specific medical or tactical issue, handcuffs should remain on with hands behind back until the person is released or custody transferred to another agency.

Handcuffs may be removed for booking or loosened because they are too tight. Refer to employing agency policy for handcuffing procedures.

Use the following best practices when adjusting tightness or removing handcuffs.

- (1) One Officer
 - (a) Instruct suspect into standing or kneeling positions described above. This is done to immobilize and keep him or her off balance.
 - (b) Do not approach until suspect is in a position of disadvantage and compliant. Approach from 2 ½ position.

- (c) Stand within arm's reach of suspect and keep duty firearm away.
- (d) Use strong-hand to grip suspect's closest wrist. Pull suspect back slightly to keep him or her off balance.
- (e) Hold key in support hand and remove cuff further away (or adjust tightness). Use support hand to manipulate and expose key hole if needed.
- (f) Instruct suspect to put [left/right] hand on the back of his or head.
- (g) Close open handcuff.
- (h) While maintaining strong-hand grip of suspect's closest wrist, hold key in support hand to unlock and remove closest cuff (or adjust tightness). Use support- hand to manipulate and expose key hole if needed.
- (i) While still maintaining strong-hand grip of suspect's closest wrist, secure handcuffs and key with support hand.
- (j) When ready, remove cuffs using good balance, positioning and physical control. Simultaneously release grip of suspect's closest wrist with support hand and step back into 2 ½ position.

NOTE: Demonstrate one-officer handcuff removal / adjustment with suspect in standing or kneeling position.

- (2) Two Officers
 - (a) Both officers approach from 2½ position.
 - (b) Officer on suspect's left will grab back of suspect's left hand using the right hand. Officer on suspect's right side will grab back of suspect's right hand using left hand.
 - (c) Officer removing handcuffs should unlock and remove the cuff on hand controlled by back-up officer first.
 - (d) After first cuffed is removed, back-up officer will rotate and straighten suspect's uncuffed arm at the 2 ½ position. This is done to immobilize and maintain control.
 - (e) While maintaining grip on suspect's cuffed hand/wrist, primary officer will step out into 2 ½ position and remove other cuff.
 - (f) Back-up officer can release grip on suspect's arm when safe to do so.

SLIDE: "Discussion"; this facilitation exercise will take 15-20 minutes); present the following scenario to student officers.

You and your partner arrest a person for an outstanding warrant. While transporting the arrestee to jail, he complains about the handcuffs being too tight and causing injury. Your partner says, "*Handcuffs are not designed for your comfort.*" It's going to take at least another 45 minutes to reach the jail.

What will you do? Use SERVE to solve the problem.

NOTE: Provide student officers with 10 minutes to complete SERVE forms, then facilitate a discussion with emphasis on procedural justice and ethical decision making.

B. Supplemental Handcuffing Techniques

SLIDE: “Supplemental Techniques”; Use lesson contents to facilitate demonstrations and discussion.

Officers are more vulnerable while handcuffing because they are within arm’s reach of suspect being placed under arrest. The level of danger increases when suspects suddenly resist while officers are attempting to control (STEP 2) or in the middle of handcuffing (STEP 3). If not applied efficiently and correctly, unsecure handcuffs can be used by suspects as a weapon against officers.

When suspect resistance occurs during handcuffing, officers must evaluate the *totality of circumstances* (e.g., suspect strength; reason for arrest; location; distance; etc.) to determine next steps. In some cases, officers may be able to use additional control techniques to counter suspect resistance during handcuffing.

1. Standing rear wrist lock handcuffing

If resistance is encountered prior to or during [STEP 2](#) (Control), officers can do the following:

- a) Apply rear wrist lock and maintain firm grip. Use body weight and leverage to keep suspect off balance. Issue instructions and repeat as needed (e.g., “*Feet apart!*”; etc.)
- b) If available, position suspect’s chest against nearby solid and stationary object (e.g., wall, patrol car, etc.). Maintain upright and balanced position and do not lean over object being used for leverage.
- c) Remove handcuffs from duty belt with free hand and open one cuff.
- e) Place rivet of open single strand against outside of suspect’s wrist. Slide single strand up and over the wrist and between the subject’s wrist and body.
- f) With free hand, use thumb on *single strand* and index finger on *double strand* to close cuff around suspect’s wrist.

- g) Place hand just used to close cuff on top of opposite hand holding suspect's wrist. Remove strong hand from suspect's wrist.
- h) Use strong hand to regrip handcuffs and apply free cuff to suspect's opposite hand.
- i) When both suspect's hands are cuffed, release wrist lock.
- j) Check for handcuff tightness and double lock.

2. Bent wrist takedown to prone handcuffing

If suspect resistance occurs during [STEP 3](#) (Handcuffing) and AFTER the first cuff is applied, officers can use a *bent wrist* pain compliance technique to put the suspect in a *prone* position for handcuffing.

- a) Maintain control of suspect's hand with one hand and the handcuff with other hand.
- b) Simultaneously sidestep to the outside of position 2 and rotate hand gripping handcuffs. This is done to apply handcuff strand pressure against the suspect's wrist for pain compliance.
- c) Use a bent wrist lock to keep suspect's arm (with handcuff applied) straight and cuff strand pressure against wrist.
- d) Pivots body toward suspect's head to take suspect to ground (officer should be facing suspect's heel).
- e) Issue instructions and repeat as needed (e.g., "*Stop resisting!*"; *Get down!*"; etc.)
- f) Keep suspect's handcuffed wrist bent with arm straight and up.
- g) Squat down and place knee closest to suspect's head down on suspect's shoulder blade. Place opposite knee on ground behind suspect's elbow.

- h) Maintain bent wrist lock and hand grip until opposite hand can be safely cuffed.
- i) Check for handcuff strand tightness and double lock.
- j) Stand suspect up.

Roll suspect to left or right side. Grab suspect's upper arm and shoulder area to move him or her into a seated, then kneeling position for standing.

3. Arm bar takedown to prone handcuffing

If resistance is encountered prior to or during [STEP 2](#) (Control), officers can use an arm bar to put the suspect in a *prone* position for handcuffing.

- a) Use one hand (dominant) to grab suspect using a reverse handshake, pull hand toward hip, and turn clockwise. Place opposite forearm or fist against suspect's triceps to take suspect to ground. See **Figure 11**.



Figure 11

- b) Issue instructions and repeat as needed (e.g., “*Stop resisting!*”; *Get down!*” etc.)
- c) Once the suspect is chest down on the ground with free hand away from the body, transition grip to suspect’s hand.

Use one hand to grab back of suspect’s hand. Place thumb on back-center of suspect’s hand and fingers on suspect’s palm. This position creates bent wrist. See **Figure 12**.



Figure 12

- d) Squat down and place knee closest to the suspect’s head on the suspect’s shoulder blade. See **Figure 13**. Place opposite knee on ground behind suspect’s raised elbow.



Figure 13

- e) Release hand closest to suspect's head and use to remove handcuffs from duty belt. Maintain bent wrist lock with other hand. See **Figure 14**.



Figure 14

- f) Apply handcuffs ([STEP 3](#)), check for tightness and double lock.
- g) Stand suspect up.

Roll suspect to left or right side. Grab suspect's upper arm and shoulder area to move him or her into a seated, then kneeling position for standing.

C. Flex Cuffs

SLIDE: "Flex Cuffs"; Use lesson contents to fully cover slide items and facilitate discussion with examples. Purpose of this content is only intended to inform students about flex cuffs.

Most "flex cuffs" are plastic and can be effective alternates to metal handcuffs and leg restraints. Flex cuffs are used when police need to restrain multiple people at once. **Refer to and follow department policy when using flex cuffs.**

Two common types of flex cuffs are *single tie* and *double loop*.

1. Single-tie

Single tie flex cuffs can be used to restrain hands or feet. In general, single tie flex cuffs are non-reusable and require cutting for removal.

a) hand restraints

When using single ties as hand restraints, use two (interlace). Slip interlaced ties over person's hands with his or her wrists back-to-back and palms out. Pull tie ends until loops are snug enough to keep hands restrained together, but not cut off blood flow circulation or cause injury.

b) feet restraints

Slip single tie around person's ankles. Pull tie loops snug enough to keep feet together, but not cut off blood flow circulation or cause injury.

2. Double-loop

Most double-loop flex cuffs are hand restraints. Some have lock and key features that allow for re-use. Follow manufacturer guidelines and instructions for use.

NOTE: Instructors *may* demonstrate how to apply flex cuffs.

D. Leg Straps

SLIDE: "Leg-straps"; Purpose of this content is only intended to inform students about leg straps.

Nylon leg-straps are generally used to restrain and safely transport violent people. Leg straps can be wrapped around the ankles or knees. **Refer to and follow department policy when using leg restraints.**

NOTE: Instructors *may* demonstrate how to apply leg straps.

E. Spit Masks & Hood Socks

SLIDE: “Spit Masks & Hood Socks”; Purpose of this content is only intended to inform students about spit masks / hood socks.

Spit masks and hood socks are disposable restraints used to prevent violent prisoners from biting and spitting biological hazards (e.g., saliva; blood; vomit; mucus; etc.) onto officers and other first responders. Spit masks cover the mouth and nose. Elastic bands attached to the mask wrap around the suspect’s ear to help keep it on.

Hood socks cover the entire head and face. An elastic band around the neck helps keep it on. Hood socks are made of transparent material which allows officers to monitor the suspect’s entire face.

Refer to and follow department policy when using spit masks and hood socks.

NOTE: Instructors *may* demonstrate how to apply spit masks / hood socks.

F. Reporting

SLIDE: “Reporting”

Include the following handcuff and restraint details in reports.

1. Type and total number of restraints used.
2. Restraint placement (e.g., behind back) and double-locking.
3. Suspect escapes from or repositions restraints (e.g., moves hands from behind back to front)
4. Total time suspects continued resisting while in restraints. This helps underscore suspect stamina, strength and determination.
5. Action taken by officers to check, adjust or loosen restraints after inspecting or following suspect complaints (e.g., “*too tight*”).
6. Total time suspect was in restraints.

G. Skill Development

Handout: Use of Force Safety Guidelines

SLIDE: “Handout: Use of Force Safety Guidelines”; Form was previously reviewed and signed by student officers; Review again prior to skill development exercises.

NOTE: A minimum of 14 hours is allocated to demonstrate handcuffing techniques, allow students time to practice and administer performance testing. Instructors must demonstrate best practices for left and right hand dominant student officers. Instructor demonstrations must be done using step-by-step methods outlined in lesson and in “real time.”

NOTE: To create a realistic training environment, student officers should wear ballistic vest and duty belt with equipment.

Provide EACH student officer with at least 60 minutes to practice each handcuffing technique listed. Practice should include handcuff removal and periodic searches.

1. Standing (compliant Suspect)
2. Kneeling (compliant Suspect)
3. Prone (compliant Suspect)
4. Prisoner Transport Technique
5. Re-enforced Prisoner Transport Technique
6. Standing rear wrist lock (resisting suspect)
7. Bent wrist takedown to prone handcuffing (resisting suspect)
8. Arm bar takedown to prone handcuffing (resisting suspect)

Handout: Performance Testing: Handcuffing

After student officers have practiced handcuffing techniques, instructors must administer performance tests using scripted scenarios. Scenarios are designed to simulate as much “on-the-job” realism as possible and evaluate student officer (1) decision making; AND (2) ability successfully demonstrate technique learned.

For example, a student officer may perform the standing handcuffing technique correctly but using the prone position would have been more effective and safer under circumstances provided.

To evaluate a student officer’s unique decision-making process, administer scenarios individually. After each scenario is over, ask student officers to explain why he or she chose a specific handcuff position. Provide 1:1 feedback on both decision making and technique. Positive and constructive feedback by instructors is essential.

To administer scenarios efficiently, establish separate locations for each scenario. In general, one location per 12-15 student officers allows instructors enough time to administer and provide 1:1 feedback. Larger classes may require more locations.

Assign one (1) instructor and (1) role player at each location. Scenario role players should be instructors or volunteers. Using student officers as role players is not recommended.

To generate intended performance outcomes and prevent injury, role players must adhere to scenario scripts. Video cameras may be used to record scenarios and to enhance feedback.

Instructors must conduct a “safety briefing” with all student officers and role players. Safety briefing must include specific guidelines for preventing injury.

Scenario I – Failure to appear	
Circumstances	Valid arrest warrant on suspect for failure to appear.
Suspect (role player)	Suspect will be polite, follow all student officer instructions without question, and not offer any resistance. Suspect will possess a concealed weapon (e.g., training knife or handgun gun)
Performance Outcomes	Student officer must announce arrest, communicate instructions, correctly handcuff, and search suspect to find weapon. Student officer must explain why he/she chose specific handcuff position.

Scenario II – Armed Robbery	
Circumstances	Officer has probable cause to arrest suspect who just committed an armed robbery.
Suspect (role player)	When confronted by student officer, suspect will be holding a knife (training knife) in one hand.
Performance Outcomes	Student officer must announce arrest, communicate instructions and correctly demonstrate <i>prone</i> handcuffing technique.

Scenario III – Disorderly Person	
Circumstances	Suspect is drunk and standing outside of a local [BAR] yelling obscenities and causing a disturbance. Student officer has probable cause to make the arrest.
Suspect (role player)	Suspect will follow all student officer instructions. After the first hand is cuffed, the suspect will begin to resist.
Performance Outcomes	Student officer must successfully demonstrate Bent Wrist or Arm Bar takedown to prone technique.

II. Conclusion

A. Summary

SLIDE: “Summary”

Restraints are used by police to arrest, prevent escape and protect both officer and person in custody. This lesson provided step-by-step best practices for using handcuffs and other temporary restraining devices.

Step 1: Immobilize

Step 2: Control

Step 3: Handcuff

Step 4: Search

Step 5: Monitor

Step 6: Transport

B. [Learning Objectives](#)

SLIDE: “Learning Objectives”; Facilitate a targeted review of lesson using learning objective content; Emphasize to student officers that end-of-topic test questions for this lesson and final comprehensive exam are directly related to learning objectives.

Note: End-of-topic test questions for this lesson and final comprehensive exam are directly related to learning objectives.

C. Questions

SLIDE: “Questions”

Note: Student officers are encouraged to ask questions and seek clarification when needed about materials delivered in this lesson.

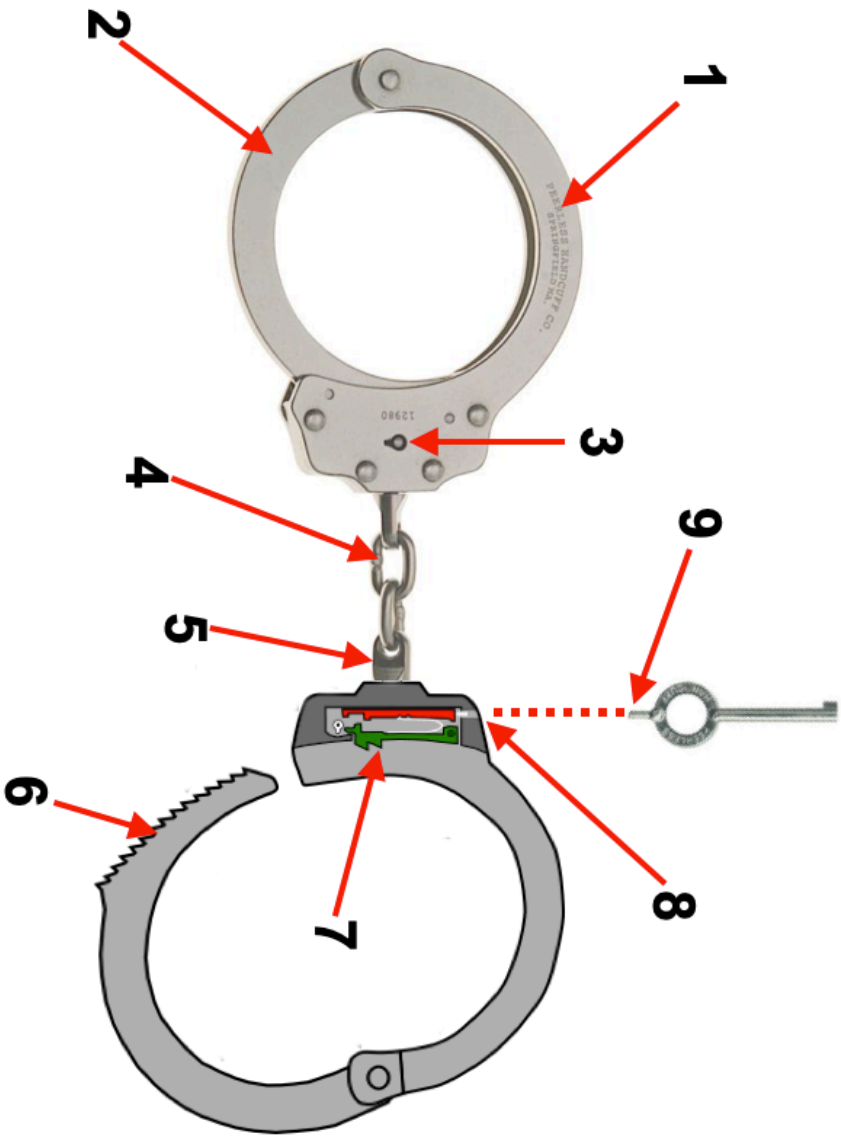
D. Closing Statement

SLIDE: “Closing Statement”

Restraints are temporary devices that only limit a person’s capacity to move and resist. Consistent practice by officers is needed to remain proficient in using handcuffs and other restraining devices.

SLIDE: "MPTC Logo (end slide)"

Handcuff Nomenclature



1. Double Strand
2. Single Strand
3. Key Hole
4. Chain
5. Swivel
6. Single Strand Teeth
7. Lock Housing Mechanism
8. Push-Pin Double Lock
9. Key Actuator



Handcuffing

Performance Testing

Student Officer _____

Date _____

Academy _____

Is this remedial performance testing: Yes / No

Student officer must earn "S" rating in all skill areas to pass.

Performance Testing	S	U
Standing		
Stance; Instructions; Grip; Approach		
Tightness Check; Double Locked		
Kneeling		
Stance; Instructions; Grip; Approach		
Tightness Check; Double Locked		
Brings suspect to standing position		
Prone		
Stance; Instructions; Grip; Approach		
Handcuffing; Tightness Check; Double Locked		
Brings suspect to standing position		
Handcuff Removal (only needs demonstrated once; instructor choice)		
Searching (only needs demonstrated once; instructor choice)		

Instructor Notes.



Handcuffing

Performance Testing

Student Officer _____

Date _____

Academy _____

Is this remedial performance testing: Yes / No

Student officer must earn "S" rating in all skill areas to pass.

Performance Testing	S	U
Standing Rear Wrist Lock Handcuffing (suspect resists)		
Applies rear wrist lock; maintains grip; uses leverage		
Places suspect against object; gives instructions to suspect		
Correct hand transitioning to apply handcuffs		
Bent Wrist Takedown to Prone Handcuffing (suspect resists)		
Maintains control; gives instructions		
Uses bent wrist lock to keep arm straight; blade pressure on wrist		
Takes suspect to ground; correct feet placement		
Correct hand transitioning to apply handcuffs		
Arm Bar Takedown to Prone Handcuffing (suspect resists)		
Uses arm bar to take suspect to ground; issues instructions		
Correct feet placement and hand transitioning		
Maintains bent wrist lock; applies handcuffs		

Instructor Name (print) _____

Date _____

Instructor Signature _____

Distribution: Copy to student officer. Original to Academy Director.



Handcuffing & Restraints



Volume III: Patrol Procedures

Version: D2020
Handcuffing & Restraints
Volume III: Patrol Procedures



7

Instructor

- Name
- Title
- Agency
- Assignments & Credentials



Version: D2020
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Volume III: Patrol Procedures



8

Handcuffing & Restraints

Handcuffs and restraints are temporary devices that only limit a person's capacity to move. Restraints are used by police for the following reasons:

- custodial arrest
- prevent escape
- protect person in custody and arresting officer
- officer safety when specific and articulable facts exist

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Volume III: Patrol Procedures



9

Learning Objectives

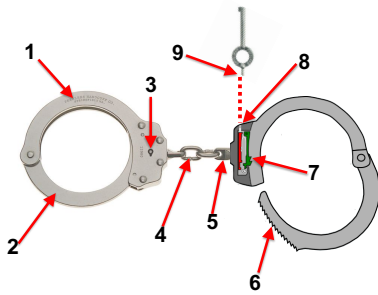
1. Identify key parts (nomenclature) of handcuffs.
2. Demonstrate how to apply and remove handcuffs using step-by-step methods.
3. Demonstrate best practices for searching a person who is handcuffed or restrained.
4. Demonstrate best practices for transporting handcuffed persons.



Version: D2020
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Volume III: Patrol Procedures

10

Handcuffs



1. Double Strand
2. Single Strand
3. Key Hole
4. Chain
5. Swivel
6. Single Strand teeth
7. Locking mechanism
8. Push-Pin Double Lock
9. Key Actuator

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Volume III: Patrol Procedures

11

Handcuff Maintenance

- a) Wipe clean after each use to remove dust, lint and moisture.
- b) Routinely clean duty belt pouches used to hold handcuffs.
- c) Check single strand to ensure it rotates freely through pawl without binding.
- d) Inspect chain links and swivels for deformities or damage.



Version: D2020
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Volume III: Patrol Procedures

12

Officer Stance

- feet shoulder width apart
- knees bent slightly
- strong leg and hip away
- stand upright with back straight
- hands in front of body at waist level



Version: D2020
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Volume III: Patrol Procedures

13

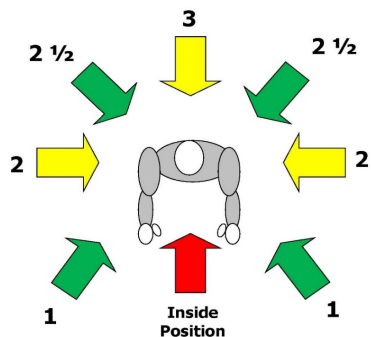
Officer Position

- Maintain a safe distance and **do not** approach suspect until he or she is positioned properly for handcuffing.
- The recommended **minimum reactionary distance is 4-6 feet** and beyond a person's immediate lunge or grabbing area.
- **Keep away** and do not approach from "Inside Position."
- Approach from 2½ position for handcuffing.



Version: D2020
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Volume III: Patrol Procedures

14



Version: D2020
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Volume III: Patrol Procedures

15

Handcuff Application



- Step 1: Immobilize
- Step 2: Control
- Step 3: Handcuff
- Step 4: Search
- Step 5: Monitor
- Step 6: Transport

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Volume III: Patrol Procedures



16

Step 1: Immobilize

- standing
- kneeling
- prone

Maintain a safe distance and **do not** approach suspect until he/she is positioned properly.

Use contact-and-cover tactics to further immobilize and provide safety.

Absent a medical or tactical reason, always position suspect to cuff hands behind the person's back.

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17

Standing



- i. always faces away from officer
- ii. feet apart beyond shoulder width with toes pointed out
- iii. bent over at waist
- iv. hands behind back with thumbs up, where officer can see them, and ready for cuffing
- v. clear, concise instructions

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Volume III: Patrol Procedures



18

Kneeling

- i. Location may be on ground or chair.
- ii. Always faces away from officer
- iii. Knees and legs together
- iv. Bent over at waist
- v. Hands behind back with thumbs up, where officer can see them, and ready for cuffing
- vi. Clear, concise instructions

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Volume III: Patrol Procedures



19

Prone

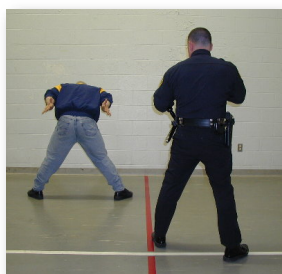
- i. More space is needed.
- ii. suspect always faces away from officer
- iii. arms remain extended out with palms facing officer when moving from standing to prone position
- iv. chest and torso on ground
- v. legs crossed with feet touching buttocks to immobilize
- vi. hands behind back with thumbs up, where officer can see them, and ready for cuffing
- vii. clear, concise instructions

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Volume III: Patrol Procedures



20

Approach



- Use a shuffle step and keep both hands up.
- Approach suspect from the 2½ position.
- Watch the suspect and be prepared to gain distance or use force if needed.

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21

Approach



- Do not remove handcuffs from duty belt until you are within arm's reach of the suspect.
- Squeeze strong-hand to form a fist around the handcuff chain or hinge to stabilize. Face both single strands toward person to be cuffed.

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Volume III: Patrol Procedures



22

Step 2: Control

Use support hand to simultaneously grab the back of suspect's hand, rotate it clockwise and pull it slightly away from suspect's back.



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Volume III: Patrol Procedures



23

Step 3: Handcuff

• While maintaining a firm grip on handcuffs and suspect's hand, place single strand of bottom handcuff on suspect's wrist and apply downward pressure.



- Use support-hand to grab suspect's other or free hand using a "handshake" method. Place single strand of top handcuff on wrist and apply downward pressure.

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Volume III: Patrol Procedures



24

Step 3: Handcuff

Adjust handcuff strand tightness as needed. In general, an index fingertip should fit between the radial bone and handcuff strands. Always double lock handcuffs.



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Volume III: Patrol Procedures



25

Step 4: Search

- a) Secure and search the person first before any containers
- b) Search handcuffed suspects from the rear or side. **Do not** stand or kneel directly in front of a suspect.
- c) Use a systematic method.
- d) Slide hand palms along areas covered by clothing.

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Volume III: Patrol Procedures



26

Step 4: Search

- e) Always feel and look before reaching into clothing for objects that are unknown or cannot be seen.
- f) If an object is felt, but unknown, officers can inspect further by:
 - pulling loose clothing tight around object
 - using palms and fingers to gently squeeze clothing around object
 - adjusting or removing a layer of clothing (e.g., jacket)

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Volume III: Patrol Procedures



27

Step 5: Monitor

Police are responsible for continuously monitoring all suspects in custody. This includes evaluating, providing basic first aid and requesting medical treatment when needed.

- **Positional Asphyxia**
- **Excited Delirium**



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28

Step 6: Transport

When moving handcuffed persons from one location to another, officers are responsible for maintaining control and preventing injury.



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29

Adjustment & Removal

Absent a specific medical or tactical issue, handcuffs should remain on with hands behind back until the person is released or custody transferred to another agency.

Handcuffs may be removed for booking or loosened because they are too tight.

- **1 officer**
- **2 officers**



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Volume III: Patrol Procedures

30

Discussion

You and your partner arrest a person for an outstanding warrant. While transporting the arrestee to jail, he complains about the handcuffs being too tight and causing injury.

Your partner says, "*Handcuffs are not designed for your comfort.*" It's going to take at least another 45 minutes to reach the jail.

What will you do? Use **SERVE** to solve the problem.

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Volume III: Patrol Procedures



31

Supplemental Techniques

Officers are more vulnerable while handcuffing because they are within arm's reach of suspect being placed under arrest.

The level of danger increases when suspects suddenly resist while officers are attempting to control or in the middle of handcuffing.

- **Standing rear wrist lock handcuffing**
- **Bent wrist takedown to prone handcuffing**
- **Arm bar takedown to prone handcuffing**

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32

Flex Cuffs

Plastic flex cuffs are used when police need to restrain multiple people at once. They can be used to restrain hands and feet. **Refer to and follow department policy when using flex cuffs.**



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33

Leg Straps

Used to restrain and safely transport violent people. Nylon leg straps can be wrapped around the ankles or knees.

Refer to and follow department policy when using leg straps.



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Volume III: Patrol Procedures



34

Spit Masks & Hood Socks

Disposable restraints used to prevent violent prisoners from biting and spitting biological hazards.

Spit masks cover the mouth and nose. Elastic bands attached to the mask wrap around the suspect's ear to help keep it on.

Hood socks cover the entire head and face. Made of transparent material which allows officers to monitor the suspect's entire face.

Refer to and follow department policy when using spit masks / hood socks.



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Volume III: Patrol Procedures



35

Reporting



1. Type and total number of restraints used.
2. Restraint placement (e.g., behind back) and double-locking.
3. Suspect escapes from or repositions restraints.
4. Total time suspects continued resisting while in restraints.
5. Action taken by officers to check, adjust or loosen restraints after inspecting or following suspect complaints.
6. Total time suspect was in restraints.

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Volume III: Patrol Procedures



36

Questions



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Volume III: Patrol Procedures



40

Closing Statement

Restraints are temporary devices that only limit a person's capacity to move and resist.

Consistent practice by officers is needed to remain proficient in using handcuffs and other restraining devices.



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Volume III: Patrol Procedures



41

Handcuffing & Restraints



Volume III: Patrol Procedures

Version: D2020
Handcuffing & Restraints
Volume III: Patrol Procedures



42
